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ABSTRACT

The purpose of this handbook is to acquaint Indiana secondary vocational teachers with the Professional Development Plan (PDP), which is intended to assist in the development of individual teaching and technical skills and is a requirement for license renewal. It includes a discussion of the features of the occupational specialist certificate; an outline of the requirements for the occupational specialist certificate at levels I, II, and III; requirements for the PDP; forms for the PDP; frequently asked questions about the PDP; and an explanation of the standards for the occupational specialist certificate, including the following requirements: the beginning teacher assistantship; the professional development plan; basic skills testing; occupational competency testing; and the inservice education program. Appendices provide a checklist of requirements for occupational specialist licensing, Indiana state certification rules, and a form for requesting evaluation of credentials for occupational specialist certification. (CML)

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OCCUPATIONAL SPECIALIST I, II, III

ED319974

PROFESSIONAL DEVELOPMENT PLAN

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HANDBOOK

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THE BEGINNING TEACHER ASSISTANTSHIP AND
PROFESSIONAL DEVELOPMENT PLAN

Indiana Department of Education, Division of
Teacher Licensing and Certification

Project Director
Robert E. Croker Ed.D.

INDIANA STATE UNIVERSITY
SCHOOL OF TECHNOLOGY
INDUSTRIAL TECHNOLOGY EDUCATION DEPARTMENT

ACKNOWLEDGMENTS

In May of 1989 eight individuals, with a common goal of strengthening vocational education in Indiana, met for the first time as the Beginning Teacher Assistantship Advisory Committee. These committee members have devoted much of their time to the development of this project. They have discussed, read, edited, debated, provided their expertise, and finally given their approval to this project. Considerable credit needs to be given them for the task that they helped to accomplish.

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INTRODUCTION

Under Title 511 Indiana State Board of Education IAC 10-1-79 through IAC 10-1-86 became law on June 30, 1989. This law provides for the restructuring of vocational teacher licensing referred to as Occupational Specialist I, II, III (O.S. I, O.S. II, O.S. III). The purpose of this handbook is to acquaint teachers at any Occupational Specialist level with the Professional Development Plan (PDP).

A PDP is prepared and revised cooperatively by the teacher, vocational administrator, and the university representative. The intention of the PDP is to provide a plan for each teacher to follow that will assist in the development of individual teaching and technical skills. The PDP is a requirement for license renewal.

The information provided in this handbook attempts to answer the most frequently encountered situations. Much flexibility is needed in the development of a PDP. Most questions that pertain to the plan can be answered by the committee itself. Common sense should prevail when designing a PDP. A video tape presentation has been made available to every Area Vocational School that addresses issues concerning the PDP.

FEATURES
OCCUPATIONAL SPECIALIST CERTIFICATE

— Name change from "Conditional Vocational Certificate" to "Occupational Specialist Certificate."

— Unlimited number of renewals for O.S. II and III.

— Initial certificate or renewal is automatically at the level at which the applicant meets the minimum requirements.

— PDP is jointly designed by teacher, university representative and vocational administrator.

— Occupational experience used for application for certificate must be in previous 5 years for the 6,000-hour option.

— O.S. I, II and III are secondary certificates, not "part time" or "adult" certificates.

— O.S. II can be renewed by semester or clock hours or both.

— Beginning teachers have the opportunity to work with experienced teachers.

— Department of Education (DOE) has dedicated one staff member to work with vocational licensing.

— Most paper work will be maintained in the Area Director's Office instead of at DOE.

— Formal structure is provided which improves occupational and teaching skills as well as encouraging teachers to work toward a standard vocational license.

OUTLINE OF REQUIREMENTS
OCCUPATIONAL SPECIALIST CERTIFICATE
(LEVELS I, II, III)

I. GENERAL
- A. Effective date - June 30, 1989
- B. Replaces present Conditional Vocational Certification
- C. Holder of full-time Conditional Vocational automatically qualifies for O.S. II or O.S. III (depending on qualifications)
- D. No "part-time/full-time" designation
- E. Valid at "any grade level"
  1. No post-secondary certificate required

II. BASIC REQUIREMENTS - ALL LEVELS
- A. High School or G.E.D. completed
- B. Acceptance as teacher in an accredited program
- C. Provide proof of occupational experience:
  1. 6,000 hours **in past 5 years**
     a. Based on 2,000 hours/year full-time

OR

  2. 4,000 hours and **successful** completion of a state-approved "occupational competency exam":
     a. NOCTI (written and performance)

OR

     b. State or national board training and evaluation licensure

OR

     c. Occupational proficiency shown by approved regional, state or national association training and evaluation

OR

  3. 4,000 hours and completion of a related 2-year or higher degree

OR

  4. 4,000 hours and completion of an approved apprenticeship or internship program
- D. Complete DOE application process

III. O.S. I QUALIFICATIONS
- A. Meet "Basic Requirements" above
- B. Valid for one year
  1. Renewable **once** for one year by:
     a. Completion of 45 clock-hour beginning teacher seminar (see below)
     b. Request of vocational administrator

IV. O.S. II QUALIFICATIONS
- A. Holder of an O.S. I may be recommended for the O.S. II by the university teacher trainer and vocational director upon completion of:
  1. The "beginning teacher seminar" (45 clock hours total)
     a. 3 hours local orientation by vocational administrator
     b. 42 hours in teaching skills by university teacher trainers
  2. A 2-semester beginning teacher assistantship
     a. Supervised by a mentor who:
        1) must have at least 5 years teaching experience

2) must consent to assignment as mentor
3) should teach a similar topic
4) should teach in the same building

b. Accepting this responsibility does not make mentor a "supervisor" under DOE rules

c. A beginning teacher may, in exceptional cases, participate in the assistantship for an additional two semesters:
1) if recommended by the employing vocational administrator
2) if the seminar has been completed
3) in the same or a different school

3. A Professional Development Plan (PDP)
a. Written document developed jointly by the applicant, vocational administrator and university representative
b. Outlines requirements for each renewal of O.S. I, O.S. II and conversion of O.S. III to standard license

4. The Basic Skills Test (effective 9/1/91)
a. Covers reading, mathematics and language arts
b. Used for guidance in developing PDP - not a "pass/fail" test

5. An Occupational Competency Test (effective 9/1/91)
a. Primarily NOCTI-based
b. Written and performance
c. A passing score is required

OR

B. Candidate may qualify for O.S. II with completion of:
1. Occupational experience
2. Three years of teaching experience
a. Not necessarily in subject area of certification
3. A PDP
4. Basic Skills and Occupational Competency tests

C. Certificate earned by requirements of either A or B is:
1. Valid for four years
a. Renewable for an unlimited number of four-year terms by completion of:
1) six semester hours of academic coursework based on PDP

OR

2) 90 clock hours of in-service based on PDP

OR

3) a combination of 3 semester and 45 clock hours as described above

V. O.S. III QUALIFICATIONS

A. A candidate for O.S. III:
1. Must meet requirements for O.S. II
2. Hold a bachelor's degree in any area or an associate degree in the specific vocational area designated on the certificate from an accredited institution.
3. Gain official acceptance by an approved teacher training institution on a program to earn the standard vocational teaching license.

B. Valid for 5 years
1. Renewable for 5 year periods by:
a. Revising PDP
b. Completing 15 semester hours of approved academic coursework as part of the program to complete the standard vocational teaching license.

THE PROFESSIONAL DEVELOPMENT PLAN

The PDP is a written document that is developed by a committee. The committee is made up of the teacher, the vocational administrator, and a university vocational teacher education representative. It should be noted that, even though a Mentor works closely with a beginning teacher, the Mentor is NOT a part of the O.S. I PDP committee. The PDP must be kept as a part of the teacher's records at the employing school.
The Professional Development Plan:

1. Is prepared and revised cooperatively by the teacher, vocational administrator, and a university vocational teacher education representative from one of the following institutions:
   —Ball State University,
   —Indiana State University,
   —Indiana University, and
   —Purdue University;

2. Outlines the requirements for each renewal of the Occupational Specialist I or II certificates;

3. Outlines the requirements and objectives that must be met by the teacher toward conversion of the Occupational Specialist Certificate III to a standard teaching license.

For the O.S. I and III, the PDP is predetermined. That is, the O.S. I has, as a PDP, the requirement to complete the forty-five clock hour beginning teaching seminar. The O.S. III has, as a PDP, the teacher certification curriculum of the university he/she is attending to achieve a standard teaching license.

The O.S. I certificate is valid for one year. The O.S. III certificate is valid for five years, and may be renewed for subsequent five year periods.

The O.S. II, however, has a variety of requirements available to satisfy a PDP. Renewal of the O.S. II is accomplished through one of the following options:

1. Six semester hours of academic coursework based on the PDP. These credits must come from an accredited post-secondary institution and be approved by the PDP committee; or

2. Ninety clock hours of in-service training based on the PDP. Clock hour training may be obtained through various technical skill updating workshops, seminars, conferences, or other like training. In addition, clock hour training may be obtained through various sources of basic skill updating or pedagogical in-service workshops as approved by the PDP committee; or

3. A combination of three semester credits and forty-five clock hours as described above and approved by the PDP committee.

The O.S. II certificate is valid for four years, and may be renewed indefinitely for subsequent four year periods.

PDP AREAS OF CONCERN

The PDP needs to meet the purpose of upgrading the teacher for whom it is written. It is felt that a PDP needs to focus on one or more of the following areas of concern:

—Technical Skills
(Those skills directly associated with the technical area the teacher has responsibility for teaching)

—Basic Skills
(Reading, mathematics, and language arts skills as identified on the State Basic Skills Test)

—Pedagogical Skills
(Those skills which expand a teachers knowledge in the art and science of teaching)

Professional development activities should be balanced to reflect the need of the teacher. If remediation in any one of the three areas is required, it should not take away from development in the other areas of concern.

PDP MEETINGS

Frequency of PDP committee meetings may be at the discretion of the committee. Some individuals may require more than others. It is suggested that telephone conferencing and correspondence be utilized as an alternative means of holding a PDP meeting.

TEACHER'S ROLE ON THE PDP

The teacher, regardless of Occupational Specialist level, functions as a member of the PDP Committee. As such, the teacher's responsibility is that of providing input, just as the other members should do.

The PDP should provide direction that will help to develop the teacher professionally. The teacher should clearly indicate what he/she feels are appropriate experiences in developing professionally.

PDP FORMAT

A PDP should be written with specific objectives in mind covering the period of time up to renewal. A new PDP must be written for each renewal. Options exercised in developing the PDP should clearly express the value of the activity to the teacher in obtaining the stated objectives and developing professionally.

Professional Development Plans should not be thought of as documents that are unchangeable. Although changing a PDP is acceptable, it should be the exception and not the rule. Reasons for change could vary greatly but must be made with prudence. Any change in the PDP must receive PRIOR approval from the PDP committee, and be recorded on the reverse of the PDP form.

The following pages provide an example PDP and a blank PDP form for duplication. PDP committee members need to sign the form twice; one signature will give approval to the plan and the other will acknowledge completion.

PROFESSIONAL DEVELOPMENT PLAN

-Example-

Name:_____ Expiration Date of Present Credential:_____19____

Objective(s):

1. To develop my skills in more detail in the field of passive solar heating.

2. To develop my skills in more detail in the field of hardwood floor applications.

3. To develop my skills in classroom management.

Activities:

1. Participation in a three (3) day workshop sponsored by the American Homebuilders Association on "Passive Solar Applications in Residential Construction." (July 27 - 30, 1990)

2. Attend a one day seminar sponsored by "Bruce" hardwood flooring company. (June 24, 1990)

3. Enroll at State University for 3 credit hours in "Teaching Methodology." (Spring Semester 1991)

COMPLETION RECORD

Activity	Date Completed	Hours/Credit Awarded

APPROVAL

_____
(Teacher)

_____
(Vocational Administrator)

_____
(University Representative)

COMPLETION

_____
(Teacher)

_____
(Vocational Administrator)

_____
(University Representative)

A PROFESSIONAL DEVELOPMENT PLAN FORM

Name:_____ Expiration Date of Present Credential:_____19_____

Objective(s):

Activities:

COMPLETION RECORD

Activity	Date Completed	Hours/Credit Awarded

APPROVAL

_____
(Teacher)

_____
(Vocational Administrator)

_____
(University Representative)

COMPLETION

_____
(Teacher)

_____
(Vocational Administrator)

_____
(University Representative)

PROFESSIONAL DEVELOPMENT PLAN
CHANGE FORM

Date change initiated:_____

Change activity FROM:

_____

_____

Change activity TO:

Activity — Date Completed

_____

_____

REASON FOR MAKING CHANGE REQUEST

_____

_____

_____

_____

NEW OBJECTIVE: (if appropriate)

_____

APPROVAL

_____
(Teacher)

_____
(Vocational Administrator)

_____
(University Representative)

COMPLETION

_____
(Teacher)

_____
(Vocational Administrator)

_____
(University Representative)

FREQUENTLY ASKED QUESTIONS
PDP

1. Who decides who will be a "university representative" member of the PDP committee?

The **teacher** can select this representative from any of the four universities that offer vocational teacher training programs.

a. Ball State University
b. Indiana State University
c. Indiana University Bloomington
d. Purdue

2. When is a PDP required?

A completed PDP is required for **each** renewal of the credential.

3. Can a PDP be changed?

Yes. All committee members are required to be notified and signed approval is required before the learning activity takes place.

4. What kinds of activities can be recommended in the PDP?

A wide variety of learning experiences are acceptable, including workshops, college courses, professional meetings, individualized instruction and seminars sponsored by manufacturers, unions, etc.

5. What determines which activities will be listed on a PDP?

At the O.S. I and O.S. III, the activities are primarily spelled out by legal requirements for renewal. Otherwise observations of the teacher, results of basic skills tests, results of occupational tests and needs as perceived by committee members should be considered in specifying in renewal activities.

6. Can the PDP be developed in any way except "face-to-face" meetings?

Yes. The telephone and mail may be useful options.

7. What happens to a PDP when a teacher relocates to another school system in Indiana?

The existing PDP remains valid. However, the new vocational administrator should have input into the PDP.

8. What happens to the PDP Committee when a teacher relocates to another school system in Indiana?

Even though the vocational administrator will change the teacher may maintain the same university representative.

STANDARDS FOR OCCUPATIONAL SPECIALIST CERTIFICATE I, II, III

BEGINNING TEACHER ASSISTANTSHIP

Beginning Teacher Assistantship refers to the beginning teacher assistantship program established to:

(1) assist beginning teachers in the performance of their duties;
(2) help beginning teachers develop skills and educational practices necessary for excellence in vocational teaching; and
(3) be used as a basis of writing the professional development plan

"Mentor" means a teacher with outstanding teaching skills who is assigned to guide the beginning teacher toward attaining skills and practices. A mentor does not become a supervisor as a result of performing duties under the assistantship program.

"Beginning teacher" within this document refers to a person pursuing the Occupational Specialist Certificate who is not an experienced teacher.

Each beginning teacher must participate in a beginning teacher assistantship program for at least two (2) semesters. A beginning teacher who is not recommended for the Occupational Specialist II Certificate may participate for an additional two (2) semesters in the assistantship upon recommendation of the vocational administrator and completion of the beginning teacher seminar.

The administrator must assign a mentor to each beginning teacher. The mentor must have at least five (5) years teaching experience and must consent to the assignment. Where it is possible, the mentor should teach a similar subject and teach in the same building as the beginning teacher.

The administrator shall:

(1) provide the mentor adequate time to observe the beginning teacher in the classroom setting.
(2) where practical, provide the mentor release time from the mentor's non-classroom duties and classroom duties,
(3) where practical, provide the beginning teacher release time from the non-classroom duties and classroom duties to observe the mentor teacher in classroom setting,
(4) meet with the beginning teacher and mentor periodically; and
(5) complete the assistantship inventory.

The mentor shall periodically meet with the beginning teacher to:

(1) evaluate the progress of the beginning teacher in attaining competency; and
(2) discuss strengths and weaknesses of the beginning teacher's skills and practices and provide guidance in attaining excellence in teaching.

The mentor is entitled to an annual stipend of $600 if the mentor is employed by an Indiana school corporation. The stipend will be paid by the state in accordance with established procedures.

OCCUPATIONAL SPECIALIST ASSISTANTSHIP INVENTORY

INTRODUCTION

As a qualification for receiving an Occupational Specialist II certificate, the beginning vocational teacher licensed under the Occupational Specialist pattern will participate in an assistantship. This is to ensure that beginning vocational teachers receive expert advice and assistance from an experienced teacher.

Beginning teachers will work collegially with teachers and administrators to develop shared values and goals as well as those instructional techniques which might otherwise take them years to learn. The experienced teachers and vocational administrators who are providing the help will grow professionally from the experience of analyzing their own techniques and skills in order to share them with the beginning teachers. The ultimate benefit accrues to the state of Indiana and its citizenry.

At the end of the year of assistance and support, the vocational administrator will complete the Occupational Specialist Assistantship Inventory. The Inventory lists ten factors essential to the success of a vocational teacher.

PROFESSIONAL DEVELOPMENT PLAN

I. Definition: A professional development plan shall be a written document developed by the Professional Development Planners, which shall include the teacher, vocational administrator, and the university representative responsible for pre-service and/or in-service education in the teacher's content area, or the designated university certification advisor. The document shall specify competencies which the teacher will develop in a specified period of time. The document shall bear the signature of the teacher, vocational administrator, and university representative who developed the written plan.

II. The teacher will demonstrate or shall develop competencies in professional vocational education skills, reading, math and language art. The competencies and evaluation criteria will be determined by the professional development planners. The complete Assistantship Inventory will be used in writing the initial Professional Development Plan.

A. Professional Vocational Education Skills

1. Laboratory/classroom management.
2. Safety needs of students.
3. Student evaluation.
4. Resource development and utilization.
5. Analysis and course construction (curriculum).
6. Methods.

B. Basic Skills
1. Reading
2. Math
3. Language Art

III. The teacher shall demonstrate proficiency in content area. Beyond meeting the initial "occupational experience" requirement, the Professional Development Planners shall seek advice from advisory committee members, other business/industry/government/education personnel and colleagues concerning new techniques, materials and processes in the teacher's content area. This data shall be used to assess the teacher's need for technical updating. Technical updating may be met in a variety of planned activities, for example, an internship in the occupation, workshops, factory update seminars, factory schools, technical courses, etc.

IV. Monitoring the Teacher's Progress Through the Professional Development Plan

A. The vocational administrator shall be responsible, with the mentor to monitor the teacher's progress, e.g., that the teacher will acquire the competencies stated in the Professional Development Plan in the specified period of time.

B. The Professional Development Planners will confer at the end of the specified time to determine the degree to which the specified competencies have been acquired. It will be the resonsibility of the teacher to provide any evidence needed by the group to make a decision. Two of the three planners must agree that the specified competencies have been accomplished.

V. Maintaining Records. It shall be the responsibility of the school to maintain a record of the teacher's Professional Development Plan. When a teacher qualifies for a higher Occupational Specialist Certificate, the vocational administrator and the university representative will indicate this on the application.

The vocational administrator and participating university personnel will assist the teacher in providing the data required by the Division of Teacher Certification. A copy of the signature page shall also be given to each planner.

BASIC SKILLS TESTING

The Basic Skills Counseling Instrument is to be used for diagnostic and counseling purposes. This instrument assesses reading, mathematics, and language skills, but is not a "pass/no pass" test. Effective 9/1/91

OCCUPATIONAL COMPETENCY TESTING

If the National Occupational Competency Test Inventory (NOCTI) or comparable occupational competency test has not already been taken for entry as an O.S. I, it must be completed for advancement to O.S. II. These tests usually have a written and performance evaluation. The passing score is determined by the State Department of Education. Effective 9/1/91.

OCCUPATIONAL SPECIALIST I
IN-SERVICE EDUCATION PROGRAM

The In-Service Education program includes activities provided by university teacher educators and local school personnel. The initial local program is three (3) hours minimum provided by the vocational administrator at the beginning of the school year; while the university program spans the balance of the initial school year and encompasses forty-two (42) hours of instruction. The following details substantive material covered in this In-Service Education Program.

Local Education Program

I. Orientation: School/Local
   A) Schools' organization structure
   B) Rules and regulations for students/teachers (discipline policy, student handbook, time schedules, grading, chain of command, safety, instructional program evaluation, supportive services, communications/parents, and purchasing and acquisition of supplies & equipment)
   C) Profile of students
   D) Professional interactions (roles)
   E) Nature of vocational school
   F) Place of vocational education in school program
   G) School finances/budget/inventory

University Education Program

I. Classroom and Laboratory Management
   A) Discipline
   B) Principles of classroom and laboratory management
   C) Opening and closing facilities
   D) Safety and liability
   E) Laboratory supervision
   F) Inventory control and maintenance

II. Instructions and Learning
   A) The learners: adolescent, adult, and special needs students
   B) Principles of learning
   C) Instructional models and methods
   D) Teacher-learner relationships

III. Course Development
   A) Rationale and principles of course development
   B) Functions and tasks: selection and analysis
   C) Behavioral/performance objectives
   D) Units of instruction
   E) Lesson plans
   F) Instructional resources and data
   G) Course revision and updating

IV. Assessment and Grading
   A) Goals of assessment
   B) Assessment options, techniques, and limitations
   C) Test development
   D) Test administration
   E) Scoring and grading

V. Orientation to Vocational Education Concepts
   A) What is vocational education?
   B) Goals of vocational education: local and state
   C) Types of vocational programs and population served
   D) Types of institutions providing vocational education
   E) Certification*: process and procedures
   F) Vocational teacher education services
   G) Vocational education supportive services

VI. Related Education Services/Concerns
   A) Placement
   B) Student organizations
   C) Teachers' role in the counseling process
   D) Advisory committees
   E) Substance abuse
   F) Equity concerns
   G) Basic skills instruction

VII. Professional Development Plan
   A) Goal setting and the professional development process
   B) In-service education opportunities
   C) Plan development
   D) Record keeping and annual review

---

*Certification refers to the Occupational Specialist I and II requirements.

APPENDIX A

CHECKLIST OF REQUIREMENTS
OCCUPATIONAL SPECIALIST I, II, III

Occupational Specialist I-Initial

A. High School Diploma or GED
B. Employment in an accredited educational program to teach in a specific vocational area
C. Occupational experience (select one):
   1. 6,000 hours (3 years) in the past five years (five year limit applies only to this option)
   2. 4,000 hours (2 years) and demonstration of occupational competency by successful completion of a NOCTI (or comparable) test or
   3. 4,000 hours and evidence of occupational licensure based on approved regional, state or national board training and evaluation or
   4. 4,000 hours and evidence of occupational proficiency based on approved regional, state or national association training and evaluation
   5. 4,000 hours and completion of an accredited two-year or higher *related* degree
   6. 4,000 hours and completion of an approved apprenticeship or internship program

(valid for one year)

Occupational Specialist I-Renewal

(renewable *once* for one year if applicant does not successfully complete requirements for Occupational Specialist II recommendation)

A. Completion of 45 clock-hour seminar
B. Request of vocational administrator

Occupational Specialist II-Initial

(with less than 3 years teaching)

Holder of an Occupational Specialist I can be recommended by university teacher-trainer and vocational administrator with completion of:

A. 45 clock-hour Beginning Teacher Seminar
B. Two-semester Beginning Teacher Assistantship
C. An approved Professional Development Plan (PDP)
D. Basic Skills Test (Effective 9/1/91)
E. Occupational Competency Test with a "passing" score (Effective 9/1/91)

(valid for four years)

Occupational Specialist II-Initial

(with at least 3 years teaching experience)

A candidate with at least three years teaching experience in an accredited school *in any subject* can earn an Occupational Specialist II with:

A. The occupational experience previously described
B. A PDP
C. The Basic Skills and Occupational Competency tests

(valid for four years)

Revised 8/1/89

Occupational Specialist II-Renewal

Any Occupational Specialist II is renewable for an *unlimited* number of four year terms by completing:

A. Six semester hours or 90 clock hours *or*
B. A combination of three semester and 45 clock hours
C. *All* renewal semester hour credits or clock hours based on revised PDP

Occupational Specialist III-Initial

To earn an Occupational Specialist III, a teacher must:

A. Meet requirements for an Occupational Specialist II
B. Hold *any* accredited bachelor's degree or an associate degree in the *specific* vocational area the applicant wishes to teach
C. Be accepted in an approved program to earn a standard vocational license by an approved teacher training institution

(valid for five years)

Occupational Specialist III-Renewal

An Occupational Specialist III is renewable for an *unlimited* number of five year terms by:

A. Revising the PDP
B. Completing 15 semester hours of approved work toward the standard credential

NOTE: Holders of *full-time* Conditional Vocational licenses will be "grandfathered in" to the appropriate Occupational Specialist level upon renewal so that the Occupational Competency Test, Basic Skills Test and Beginning Teacher Assistantship may not be required of them.

APPENDIX B

RULES
TITLE 511 INDIANA STATE BOARD OF EDUCATION
Proposed Rule LSA Document #88-173
DIGEST

Adds 511 IAC 10-1-79 through 511 IAC 10-1-86 to establish the requirements for licensing as an Occupational Specialist, Level I, II, and III, which replaces Conditional Vocational certification. Repeals 511 IAC 10-1-7, the Conditional Vocational certification requirements. Effective 30 days after filing with the secretary of state.

511 IAC 10-1-7
511 IAC 10-1-79
511 IAC 10-1-80
511 IAC 10-1-81
511 IAC 10-1-82
511 IAC 10-1-83
511 IAC 10-1-84
511 IAC 10-1-85
511 IAC 10-1-86

SECTION 1. 511 IAC 10-1-79 IS ADDED TO READ AS FOLLOWS:

511 IAC 10-1-79 Occupational specialist certificate; definitions

Authority: IC 20-1-1-6;
Affected: IC 20-1-18-7; IC 20-10.1

Sec. 79. (a) As used in sections 80 through 86 of this rule, "assistantship inventory" means the diagnostic instrument developed and distributed by the department of education in the occupational specialist program manual that is completed by the vocational administrator at the end of a beginning teacher's assistantship to assess that individual's progress toward developing the skills and practices necessary for excellence in teaching.

(b) As used in sections 80 through 86 of this rule, "basic skills test" means the diagnostic instrument used to assess reading, mathematics, and language arts skills of individuals holding an occupational specialist certificate.

(c) As used in sections 80 through 86 of this rule, "beginning teacher" means an individual pursuing the occupational specialist I certificate.

(d) As used in sections 80 through 86 of this rule, "beginning teacher assistantship" means the program established under section 84 of this rule for the purpose of:

(1) assisting beginning teachers in the performance of their duties;

(2) assisting beginning teachers to develop skills and educational practices necessary for excellence in vocational teaching; and

(3) developing beginning teachers' professional development plans.

(e) As used in sections 80 through 86 of this rule, "beginning teacher seminar" means the program initiated within sixty (60) days after the vocational teacher begins teaching. The program includes the local orientation program and the in-service training provided by the university representative.

(f) As used in sections 80 through 86 of this rule, "mentor" means a teacher with outstanding teaching skills who is assigned by the vocational administrator to guide the beginning teacher toward attaining skills and practices necessary for excellence in teaching.

(g) As used in sections 80 through 86 of this rule, "occupational experience" means documented experience in a specific vocational occupational licensing area that meets one (1) of the following:

(1) Six thousand (6,000) clock hours of occupational experience within the last five (5) years.

(2) Four thousand (4,000) clock hours of occupational experience and completion of a state approved occupational competency exam in the occupational area.

(3) Four thousand (4,000) clock hours of occupational experience and completion of a related two (2) year associate degree or related higher degree from an accredited institution.

(4) Four thousand (4,000) clock hours of occupational experience and successful completion of an approved apprenticeship or internship program that is a regular part of the training for that particular occupation.

(h) As used in sections 80 through 86 of this rule, "occupational competency exam" means the method by which the holder of the occupational specialist certificate must demonstrate the holder's level of competence in a specific vocational occupational area. The level of competence must be demonstrated by successful completion of any of the following:

(1) The written and performance sections of the National Occupational Competency Testing Institute (NOCTI) test for the specific vocational occupational area.

(2) Evidence of occupational licensure based on approved state or national board training and evaluation.
(3) Evidence of occupational proficiency based on approved regional, state, or national association training and evaluation.

(i) As used in sections 80 through 86 of this rule, "occupational specialist" means the form of vocational licensing used for the induction and continuance of occupational specialists in vocational teaching who are:
(1) pursuing a planned program of teacher development prescribed by the state board of education; and
(2) not yet qualified for a standard teaching license.

(j) As used in sections 80 through 86 of this rule, "professional development plan" means a written document that:
(1) is prepared and revised cooperatively by the teacher, vocational administrator, and the university representative;
(2) outlines the requirements for each renewal of the occupational specialist I and II certificates and
(3) outlines the requirements and objectives that must be met by the teacher toward conversion of the occupational specialist certificate III to a standard teaching license.

(Indiana State Board of Education; 511 IAC 10-1-79)

SECTION 2. 511 IAC 10-1-80 IS ADDED TO READ AS FOLLOWS:

511 IAC 10-1-80 Occupational specialist certificate basic requirements

Authority: IC 20-1-1-6;
Affected: IC 20-1-18-7; IC 20-10.1

Sec. 80. (a) A candidate for certification as an occupational specialist at any level must meet the following requirements:
(1) Hold a high school diploma or general equivalency diploma.
(2) Be accepted for instructional employment in a specific vocational occupational area by an Indiana school corporation, cooperating school corporation for vocational education organized under IC 20-1-18-7, or accredited educational program offered by the department of corrections.
(3) Provide documentation of occupational experience in accordance with section 79(g) of this rule in the specific vocational occupational area.
(4) Complete the application process required by the department of education.

(b) A candidate may receive an initial occupational specialist certificate at the level for which the candidate meets the minimum qualifications. *(Indiana State Board of Education; 511 IAC 10-1-80)*

SECTION 3. 511 IAC 10-1-81 IS ADDED TO READ AS FOLLOWS:

511 IAC 10-1-81 Occupational specialist I certificate; requirements

Authority: IC 20-1-1-6;
Affected: IC 20-1-18-7; IC 20-10.1

Sec. 81. (a) A candidate is eligible for the occupational specialist I certificate when the requirements under section 80(a) of this rule have been met.

(b) The occupational specialist I license is valid for one (1) year.

(c) The holder of the occupational specialist I certificate may be recommended for the occupational specialist II certificate by the employing vocational administrator and the university teacher trainer if the certificate holder has completed the following:
(1) The beginning teacher seminar.
(2) The beginning teacher assistantship as described in section 84 of this rule.
(3) A professional development plan.
(4) After September 1, 1991, the basic skills test and occupational competency exam.

(d) The occupational specialist I certificate may be renewed once for an additional one (1) year period upon:
(1) verification of completion of the beginning teacher seminar; and
(2) the request of the employing vocational administrator.

(Indiana State Board of Education; 511 IAC 10-1-81)

SECTION 4. 511 IAC 10-1-82 IS ADDED TO READ AS FOLLOWS:

511 IAC 10-1-82 Occupational specialist II certificate; requirements

Authority: IC 20-1-1-6;
Affected: IC 20-1-18-7; IC 20-10.1

Sec. 82. (a) A candidate may qualify for the occupational specialist II certificate by completing the requirements under section 80(a) of this rule and:
(1) the requirements under section 81(c) of this rule; or
(2) the requirements under subsection (b).

(b) A candidate may qualify for the occupational specialist II certificate upon completion of the following:
(1) Three (3) years teaching experience.
(2) A professional development plan.
(3) After September 1, 1991, the basic skills test and the occupational competency exam.
(c) The teaching experience required under subsection (b) must be in an accredited school, but not necessarily at the grade level or in the subject area of the occupational specialist certificate.
(d) The occupational specialist II certificate is valid for four (4) years, and may be renewed indefinitely for subsequent four (4) year periods.
(e) Each application for renewal of the occupational specialist II certificate shall include verification of a revised professional development plan, and evidence of completion of one (1) of the following options:
(1) Six (6) semester hours academic coursework, pre-approved by the university representative, in the specific vocational occupational area, professional education, or a combination.
(2) Ninety (90) clock hours of in-service pre-approved by the employing vocational administrator and the university representative.
(3) Three (3) semester hours academic coursework approved by the university representative in the specific vocational occupational area or in professional education, and forty-five (45) clock hours of in-service pre-approved by the employing vocational administrator and the university representative.
(Indiana State Board of Education; 511 IAC 10-1-82)

SECTION 5. 511 IAC 10-1-83 IS ADDED TO READ AS FOLLOWS:

511 IAC 10-1-83 Occupational specialist III certificate; requirements

Authority: IC 20-1-1-6;
Affected: IC 20-1-18-7; IC 20-10.1

Sec. 83. (a) A candidate for the occupational specialist III certificate must meet the following requirements:
(1) Completion of the requirements under section 80(a) of this rule.
(2) Verification of occupational experience under section 79(g) of this rule.
(3) Completion of a baccalaureate degree at any accredited institution; or, completion of an associate degree in the specific vocational occupational area at an accredited institution.
(4) Official acceptance by an approved teacher training institution on a program to achieve the standard vocational teaching license.
(b) The occupational specialist III certificate is valid for five (5) years, and may be renewed for subsequent five (5) year periods.
(c) Each application for renewal of the occupational specialist III certificate shall include verification of completion of the following:
(1) A revised professional development plan.
(2) Fifteen (15) semester hours approved academic coursework on a program toward the standard vocational teaching license.
(Indiana State Board of Education; 511 IAC 10-1-83)

SECTION 6. 511 IAC 10-1-84 IS ADDED TO READ AS FOLLOWS:

511 IAC 10-1-84 Occupational specialist I; beginning teacher assistantship

Authority: IC-1-1-6;
Affected: IC 20-1-18-7; IC 20-7.5-1.2; IC 20-10.1

Sec. 84. (a) Beginning July 1, 1989, each beginning teacher issued an initial occupational specialist I certificate must participate in a beginning teacher assistantship for at least two (2) semesters. A beginning teacher may participate for an additional two (2) semesters in the assistantship program at the same school, or at a different school, upon recommendation of the employing vocational administrator and completion of the beginning teacher seminar.
(b) The vocational administrator shall:
(1) assign each beginning teacher under subsection (a) a mentor;
(2) provide the mentor adequate time to observe the beginning teacher in the classroom;
(3) within the administrator's discretion, provide the mentor release time from the mentor's classroom and nonclassroom duties;
(4) within the administrator's discretion, provide the beginning teacher release time from classroom and nonclassroom duties to observe the mentor in the classroom;
(5) meet with the beginning teacher and mentor periodically; and. . .

(6) complete the assistantship inventory for each beginning teacher.

(c) A mentor:

(1) must have at least five (5) years teaching experience;

(2) must consent to the assignment as a mentor;

(3) where possible, should teach a similar subject to that of the beginning teacher; and

(4) where possible, should teach in the same building as the beginning teacher.

(d) The mentor shall periodically meet with the beginning teacher to:

(1) evaluate the progress of the beginning teacher in attaining competency;

(2) discuss strengths and weaknesses of the beginning teacher's skills and practices; and

(3) provide guidance to the beginning teacher in how to attain excellence in teaching.

(e) A mentor does not become a supervisor under IC 20-7.3-1-2(h) as a result of performing duties under this rule. *(Indiana State Board of Education; 511 IAC 10-1-84)*

SECTION 7. 511 IAC 10-1-85 IS ADDED TO READ AS FOLLOWS:

511 IAC 10-1-83 Occupational specialist certificate program; duties of the department of education

Authority: IC 20-1-1-6;
Affected: IC 20-1-18-7; IC 20-10.1

Sec. 85. (a) The department of education shall develop and distribute a program manual to assist vocational administrators and university representatives to:

(1) develop and monitor a professional development plan;

(2) develop and implement the beginning teacher seminar;

(3) implement the beginning teacher assistantship; and

(4) understand and complete the beginning teacher assistantship inventory that is included in the program manual. *(Indiana State Board of Education; 511 IAC 10-1-85)*

SECTION 8. 511 IAC 10-1-86 IS ADDED TO READ AS FOLLOWS:

511 IAC 10-1-86 Occupational specialist certificate program; grade coverage; professionalization; recognition of licenses under prior rule

Authority: IC 20-1-1-6;
Affected: IC 20-1-18-7; IC 20-10.1

Sec. 86. (a) The holder of any occupational specialist certificate is eligible to teach the specific vocational occupational area in a state vocational education program at any grade level.

(b) The occupational specialist certificate may not be professionalized.

(c) The holder of any conditional vocational full-time certificate will automatically receive an occupational specialist II or III certificate, depending on which qualifications the holder meets, upon application for renewal. *(Indiana State Board of Education; 511 IAC 10-1-86)*

SECTION 2. 511 IAC 10-1-7 IS REPEALED.

Notice of Public Hearing

Under IC 4-22-2-24, notice is hereby given that on January 19, 1989 at 10:00 a.m., Legal Time at 251 East Ohio Street, Rooms 4C and D, Indianapolis, Indiana the Indiana State Board of Education will hold a public hearing on proposed new rules to establish requirements for the occupational specialist certificate, levels I, II, and III. Copies of these rules are now on file at 229 State House and the Legislative Services Agency, 106 State House, Indianapolis, Indiana and are open for public inspection.

H. Dean Evans
Superintendent of Public Instruction
State Board of Education

APPENDIX C

Mailing Address
Center for Professional Development
Teacher Certification
Room 229, State House
Indianapolis, IN 46204-2798

V.E. Form V-90A
(Submit 2 copies)
Office Location: Two Market Square Center
251 East Ohio Street - (317)232-9010

REQUEST FOR EVALUATION OF CREDENTIALS

FOR OCCUPATIONAL SPECIALIST CERTIFICATION

Please submit two copies of this form with a single TEC-2 form "Application for Indiana Teaching License." All applicants must complete Section A and the loyalty affidavit on the TEC-2 form. If applicable, also enclose materials verifying occupational experience, education, and teaching experience.

The applicant and vocational administrator must sign the bottom of page 4.

Date: _____ Social Security Number: _____

Print Name: _____
(Last) (First) (Middle/Maiden)

Address: _____
(Street) (City) (State and Zip Code)

Name of Employing School Corporation: _____

Address of Employing School Corporation: _____
(Street) (City) (State and Zip Code)

School Phone: ( ) _____ Application for School Year Beginning: _____

Occupational Teaching Area: _____ Clp Code: _____

Type of Certificate: (please check one in each column)

_____ INITIAL
_____ RENEWAL
_____

_____ OCCUPATIONAL SPECIALIST I
_____ OCCUPATIONAL SPECIALIST II
_____ OCCUPATIONAL SPECIALIST III

Complete only the following information which applies to the credential you are applying for (Occupational Specialist I, II, or III – either initial or renewal).

Whether you are making an initial or renewal application, you should consult your vocational administrator and the "Checklist of Requirements" to verify that you are applying for the appropriate credential, and that your application is correct and complete.

NOTE: Holders of full-time Conditional Vocational licenses will be "grandfathered in" to the appropriate Occupational Specialist level upon renewal so that the Occupational Competency Test, Basic Skills Test, and Beginning Teacher Assistantship may not be required of them.

OCCUPATIONAL SPECIALIST I – INITIAL
(VALID FOR 1 YEAR)

Education Background

High School Diploma (Year)_____ Equivalent (GED) Earned? _____Yes _____No

Name and Address of High School _____

_____
(Street) (City) (State and Zip Code)

POST SECONDARY INSTITUTIONS ATTENDED

[Enclose Official Transcript(s)/Certificate(s)]

Dates From and To	Home and Location of Institution	Degree/Certificate/Credit

Occupational Experience – check one and include supporting documents with this form:

____	6,000 hours (3 years) in the past 5 years	Verification of occupational experience
____	4,000 hours (2 years) and demonstration of occupational competency by successful completion of a NOCTI (or comparable) test	Verification of occupational experience and report of test scores
____	4,000 hours and evidence of occupational licensure based on approved state or national board training and evaluation or	Verification of occupational experience and copy of license/certificate
____	4,000 hours and evidence of occupational proficiency based on approved regional state or national association training and evaluation	Verification of occupational experience and copy of license/certificate
____	4,000 hours and completion of an accredited 2-year or higher related degree	Verification of occupational experience and official transcript
____	4,000 hours and completion of an approved apprenticeship or internship program	Verification of occupational experience and certificate of completion

*OCCUPATIONAL EXPERIENCE

Employer	Work Experience (Description/Position)	City/Town	Number Months	Beginning Date	Ending Date
					–
					–
					–

*Occupational experience (including work as a workplace supervisor or trainer) may be verified by providing letters from former employers specifying job title, duties, hours worked per week, start/end dates, and the name/title of the employer (preferably on company letterhead).

Self-employment may be verified by submitting tax returns or receipts for materials purchased during the self-employed period.

OCCUPATIONAL SPECIALIST I – RENEWAL

(Renewable once for one year if the applicant does not successfully complete all requirements for Occupational Specialist II recommendation)

I hereby certify that the applicant named has completed the Beginning Teacher Seminar.

_____ _____

Signature of Teacher Trainer Institution

I hereby recommend the above employed teacher for renewal at the Occupational Specialist I Level based on reason(s) described in the attached letter.

_____ OR _____

Vocational Administrator Local School Superintendent

OCCUPATIONAL SPECIALIST II – INITIAL
WITH LESS THAN THREE YEARS TEACHING EXPERIENCE
(VALID FOR FOUR YEARS)

The holder of an Occupational Specialist I can be recommended for an Occupational Specialist II by the teacher trainer and vocational administrator upon completion of the following requirements:

45 clock-hour Beginning Teacher Seminar
Two-semester Beginning Teacher Assistantship
An approved Professional Development Plan (PDP)
Basic Skills Test (Effective 9/1/91)
Occupational Competency Test (with a "passing" score) (Effective 9/1/91)

We hereby certify that the applicant named has completed the above requirements.

Signature of Teacher Trainer _____ Institution _____

OR

Vocational Administrator _____ Local School Superintendent _____

OCCUPATIONAL SPECIALIST II – INITIAL
WITH AT LEAST THREE YEARS TEACHING EXPERIENCE IN AN ACCREDITED PROGRAM IN ANY SUBJECT AREA
(VALID FOR FOUR YEARS)

* TEACHING EXPERIENCE

School Corporation	Position	All Subjects Taught	Years From	Years To
				–
				–
				–

* If you have never held a full-time Conditional Vocational License, please enclose official letters of verification (signed by the school administrator) for the teaching experience described above and complete the section of this form for "Occupational Specialist I - Initial." Be sure to include appropriate documents verifying occupational experience as described on page 2.

We hereby certify that the applicant named has an approved Professional Development Plan, has taken the Basic Skills Test (effective 9/1/91), and has successfully completed the appropriate Occupational Competency Test (effective 9/1/91).

Signature of Teacher Trainer _____ Institution _____

OR

Vocational Administrator _____ Local School Superintendent _____

OCCUPATIONAL SPECIALIST II – RENEWAL
(VALID FOR FOUR YEARS)

Any Occupational Specialist II is renewable upon completion of one of these options if preapproved in the revised Professional Development Plan:

_____6 Semester Hours or _____90 Clock Hours or _____3 Semesters and 45 Clock Hours

I hereby certify that the applicant named has completed the option checked.

Signature of Teacher Trainer _____ Institution _____

OCCUPATIONAL SPECIALIST III - INITIAL
(VALID FOR 5 YEARS) Check Option A, B, or C:

_____OPTION A

If you have ever held a full-time Conditional Vocational or Occupational Specialist II credential, complete only the following:

*EDUCATIONAL BACKGROUND (Associate's Degree in specific area, or any Bachelor's Degree is acceptable)

Colleges Attended	Degree	Date	City and State

*Enclose Official Transcript(s)

I hereby certify that the applicant named has been accepted in our Standard Vocational Teacher Training License Program.

Name _____ Title _____ Teacher Training Institution _____

_____OPTION B

If you have never held a full-time Conditional Vocational or Occupational Specialist II credential and have less than 3 years teaching experience, complete the "Educational Background" section, verification of your enrollment in a standard teaching license program (above), the application for Occupational Specialist II candidates with less than 3 years teaching experience (top of page 3), and the "Occupational Experience" part of the Occupational Specialist I application (page 2).

_____OPTION C

If you have never held a full-time Conditional Vocational or Occupational Specialist II credential and have at least 3 years teaching experience in an accredited program, complete the "Educational Background" section, verification of your enrollment in a standard teaching license program (above), and the application for initial Occupational Specialist II certification with at least 3 years teaching experience (bottom of page 3).

OCCUPATIONAL SPECIALIST III – RENEWAL
(VALID FOR 5 YEARS)

I hereby certify that the applicant named has completed at least 15 semester hours in the past 5 years toward a standard teaching credential as described on the revised Professional Development Plan.

Signature of Teacher Trainer _____ Date _____ Institution _____

To my knowledge the information provided on this form is true and valid.

Applicant's Signature _____ Date _____

Vocational Administrator's Signature _____ Date _____